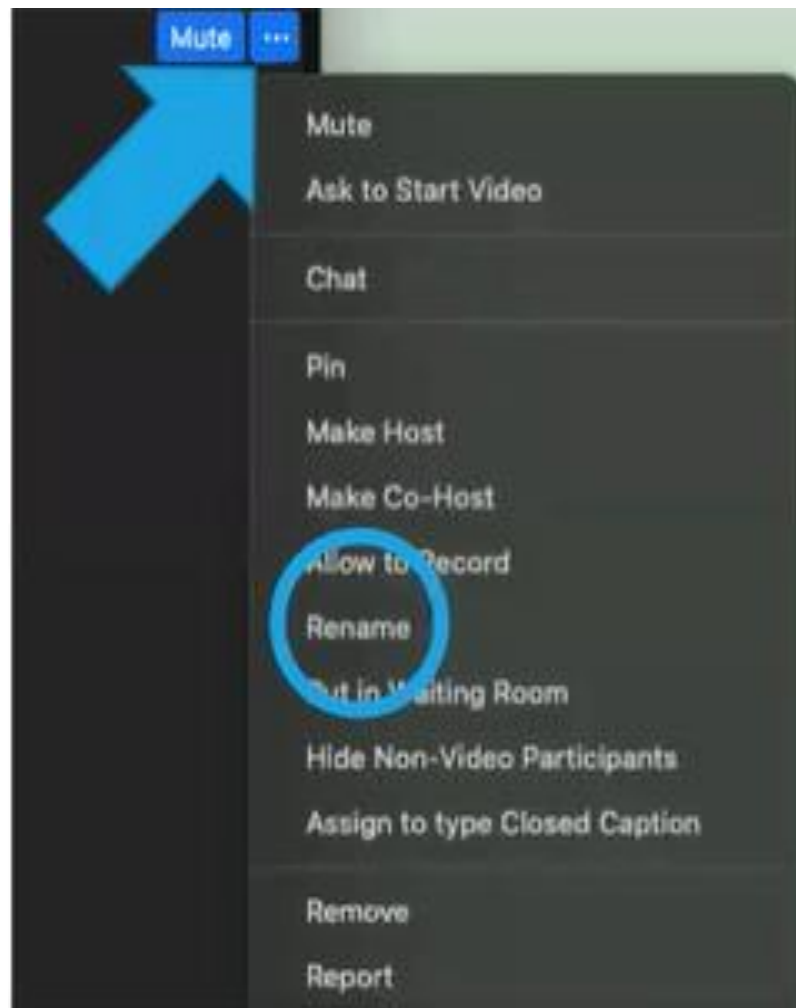


Conversations Around Collaboration: If You Build It, They Will Come September 9, 2021

**Presented by:
K. Elise James
Sheila McKeehan
Nicohl Shelton Webb**

Change Your Zoom Name

- Click on the three dots in the right corner of your video and click “Rename”.
- Please change your Zoom name to:
 - “(First initial) (Last name)_ (District)_Grade Band_”
 - Example:
EJames_DOE_Middle



Introductions



K. Elise James
Program Specialist
Transition Postschool Outcomes
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Wait...what?



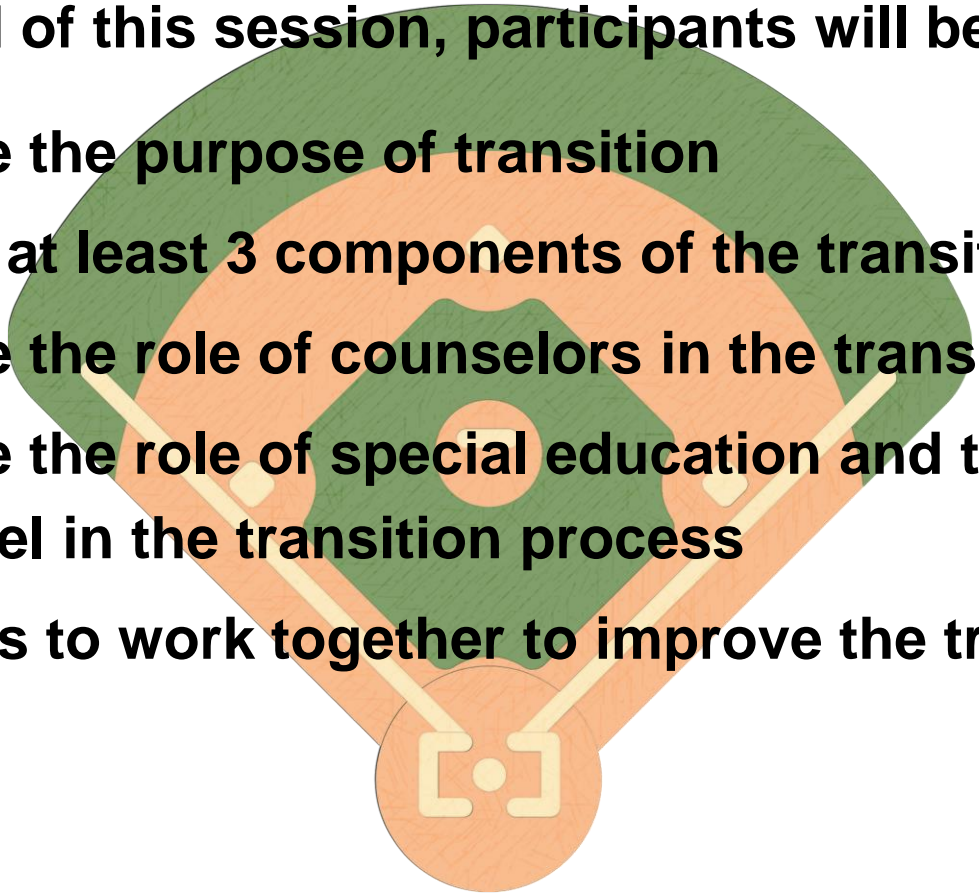
Where do we start?



Outline for the Session:

At the end of this session, participants will be able to:

- **Describe the purpose of transition**
- **Discuss at least 3 components of the transition process**
- **Describe the role of counselors in the transition process**
- **Describe the role of special education and transition personnel in the transition process**
- **List ways to work together to improve the transition process**



What frustrates you?



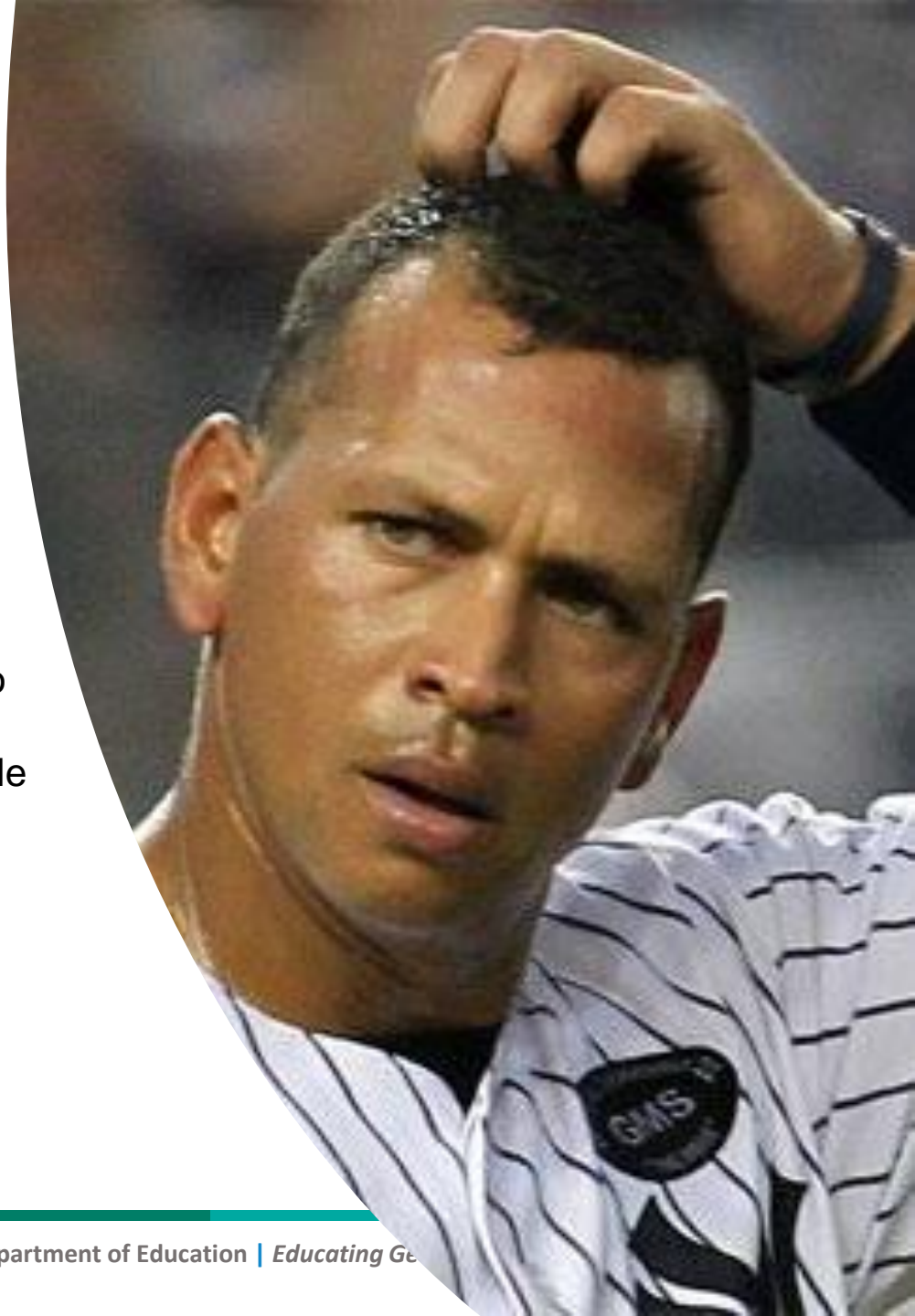
How to participate?

- 1 Connect to www.wooclap.com/TRANSITIONSC
- 2 Answer questions to participate



Why Do We Have Transition?

- Changing and expanding expectations for students with disabilities (SWD)
- Basic structure for preparing SWD to live, work, and play in the community, as fully and independently as possible
- Supported by changes in laws and policies to promote opportunity
- Changes in laws and policies



IDEA 2004



- Section 601(d) states that one purpose of the law is:
 - (1A)” to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services **designed to meet their unique needs and prepare them for further education, employment and independent living;...**”

Transition for Students with Disabilities



**COMPLIANCE –
LETTER OF THE LAW**



**BEST PRACTICE –
SPIRIT OF THE LAW**



Compliance: Letter of the Law



Georgia Department of Education
Division of Special Education Services

Transition Documentation Checklist

System _____

Date _____

NAME	1. POSTSECONDARY (PS) GOAL FOR EMPLOYMENT	2. POSTSECONDARY (PS) GOAL FOR EDUCATION/TRAINING	3. POSTSECONDARY (PS) GOAL FOR INDEPENDENT LIVING	4. ANNUAL IEP TRANSITION GOALS TO MEET PS GOALS	5. PS GOALS BASED ON TRANSITION ASSESSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND/OR FUNCTIONAL TO FACILITATE MOVEMENT TO PS GOALS	7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS GOALS	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE INVITED TO MEETING	10. PRIOR PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND	ALL AREAS IN COMPLIANCE (Y=YES, N=NO)

Georgia Department of Education
Richard Woods, State Superintendent of Schools
July 24, 2019

Requirements for Transition Plans

Age-appropriate Assessments

The collection of evidence and artifacts that documents a student's interests, preferences and strengths.

Measurable Postsecondary Outcome Goals

Goals for after high school in the areas of *education/training, employment, and independent living.*

Course of Study

Reflects the academic course work to reach the postsecondary goals.

Measurable Annual Goals

Facilitates movement towards meeting the postsecondary goals.

Activities

Provides the opportunities for exploration and skill development to achieve the annual goal.

Services

Specially designed instruction, related services, community interaction, and collaboration within school.

Student Invited

Evidence that indicates the student was invited to participate in the IEP Team meeting.

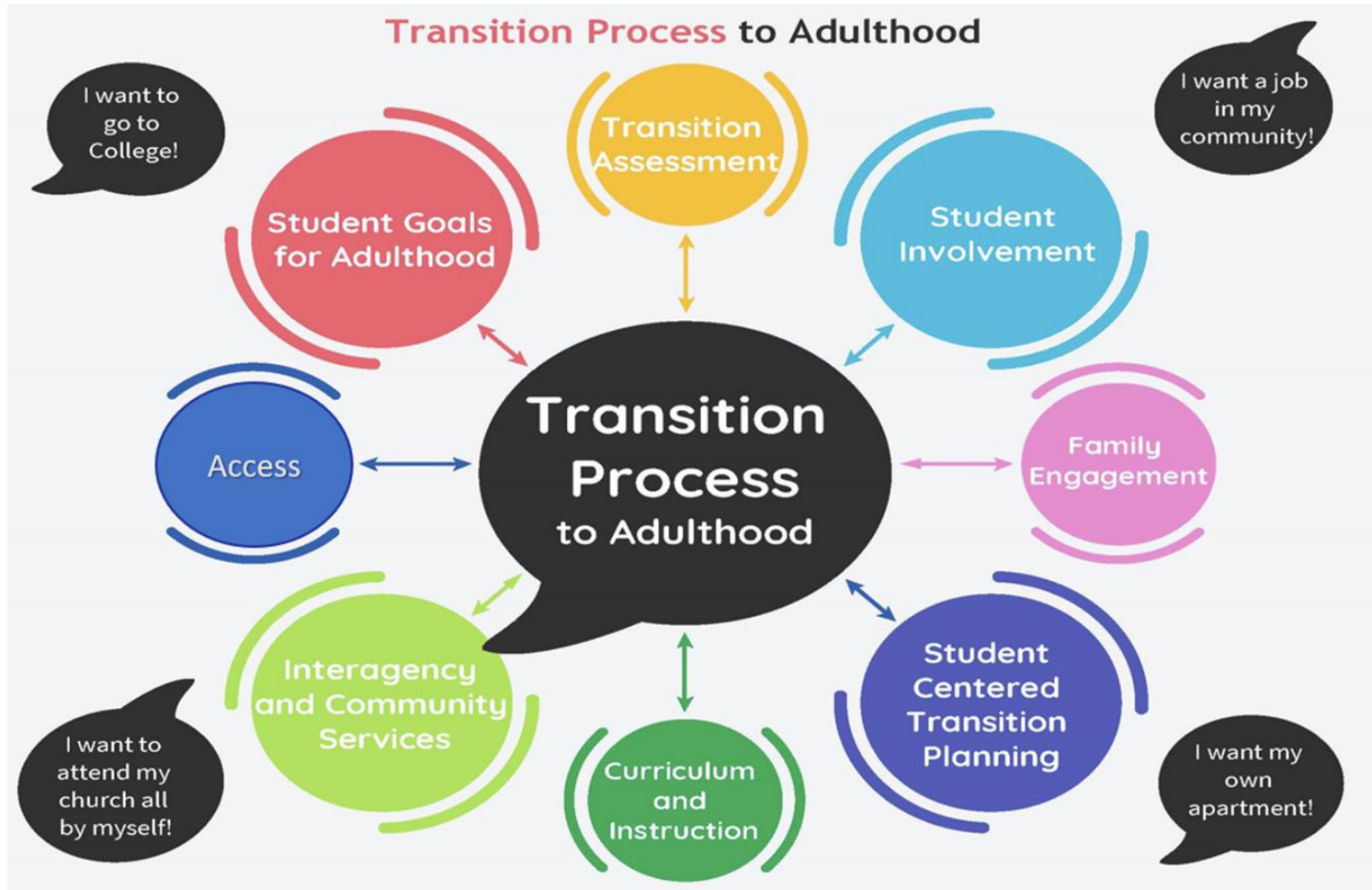
Agency Representation

Evidence that a representative from an agency that is likely to provide or pay for services is invited, if appropriate.

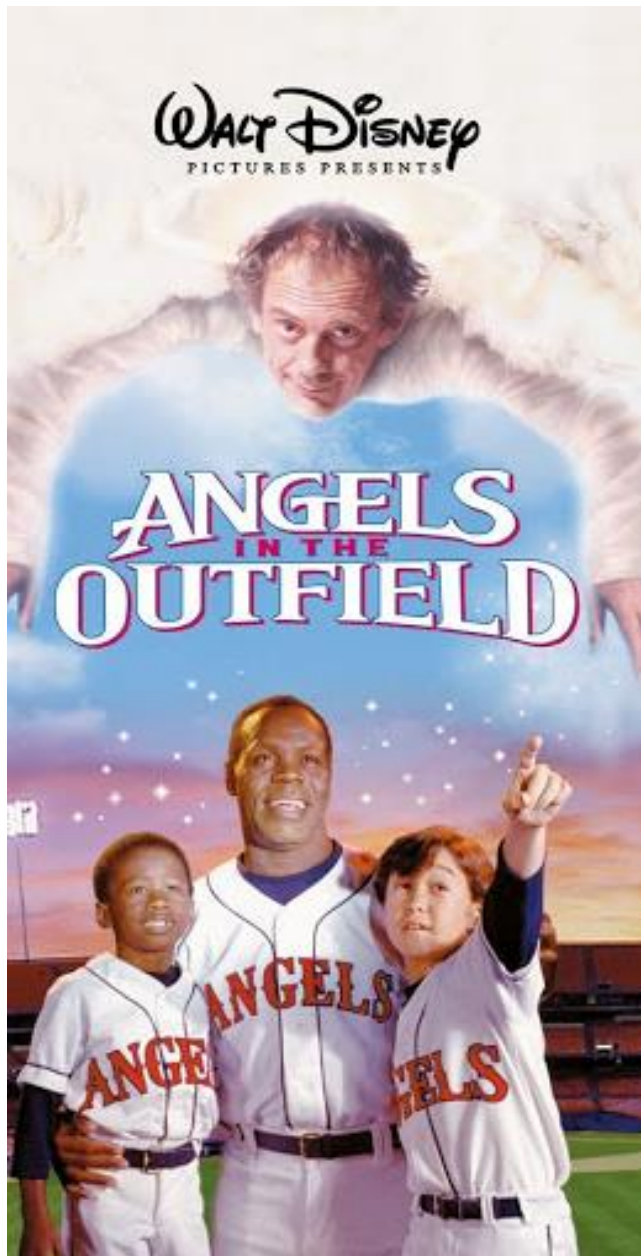
Parental Consent

Prior parental consent for the invitation of an agency representative must be evident.

Best Practices: Spirit of the Law



Adapted from “Your Complete Guide to Transition Planning and Services” (Morningstar and Clavenna-Deane, 2018)



Guiding Principles for Transition Planning

- Start early: Pre-K
- Be comprehensive
- Based on student's needs, ability, interest, preferences, and strengths
- Use assessments
- Identify goals
- Require student participation
- Require family engagement
- Inter/Intra-agency collaboration

IEP TEAM

The IEP Team is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability [34 C.F.R. § 300.23]. The LEA shall ensure that each IEP Team meeting include, whenever appropriate, the child with a disability [34 C.F.R. § 300.321(a)(7)].



Other Team Members

- Other individuals who have knowledge or special expertise regarding the student
 - Related services personnel
 - Parent advocates
 - Counselor
 - School psychologist
 - Agency representatives



Team Members for Planning

Family Members

Student

Special Education Teachers/Leaders

General Education Teachers

Agency Representatives

Counselors

CTAE/CTI

Related Services

Assistive Technology

School Psychologists

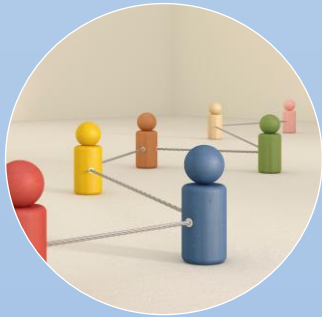
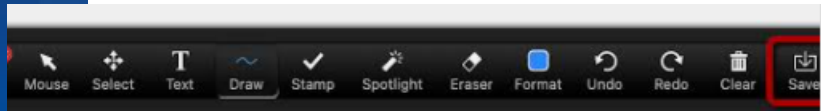
Speech Language Pathologists

Others?



Collaboration Journey...Where is Your Team?

Use Annotate Buttons on Zoom to Answer



Networking

- Aware of organization
- Loosely defined roles
- Little communication
- All decisions made independently



Cooperation

- Provide information to each other
- Somewhat defined roles
- Formal communication
- All decisions made independently



Coordination

- Share information and resources
- Defined roles
- Frequent communication
- Some shared decision making



Coalition

- Share ideas
- Share resources
- Frequent and prioritized communication
- All members have a vote in decision making

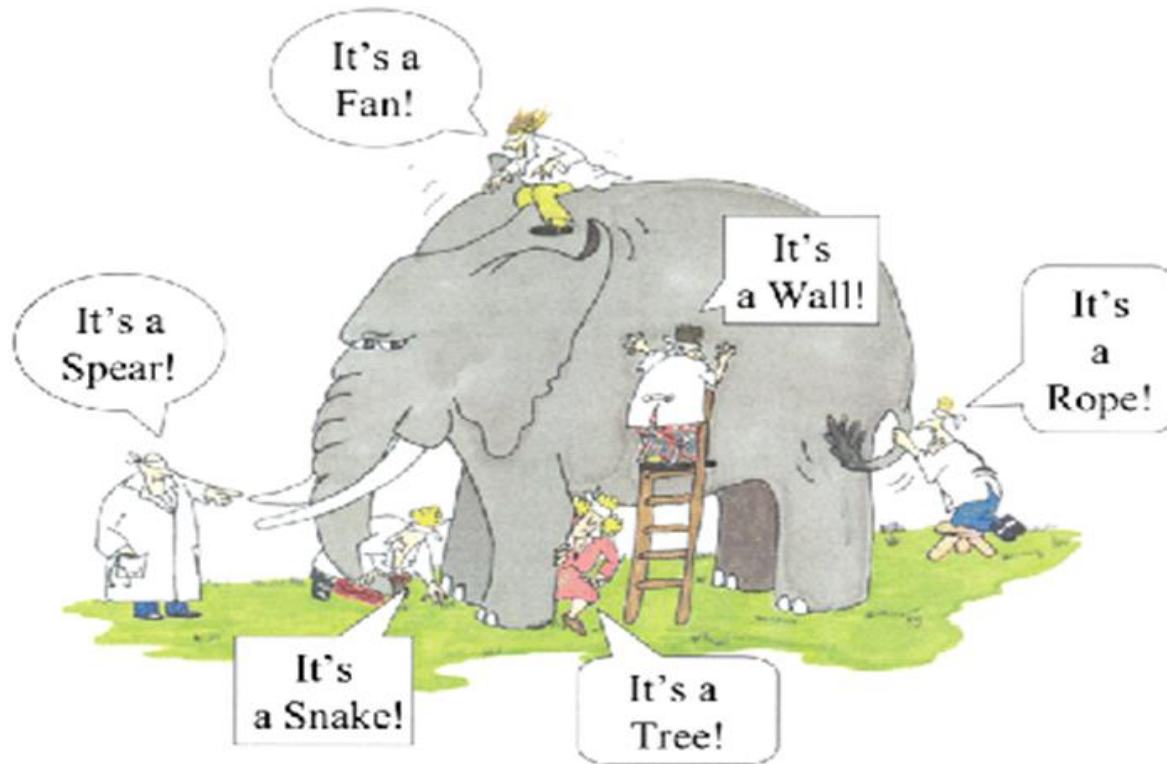


Collaboration

- Members belong to one system
- Frequent communication is characterized by mutual trust
- Consensus is reached on all decisions

Relationship Characteristics

Where is Your Focus?



Elements that Affect Postschool Outcomes

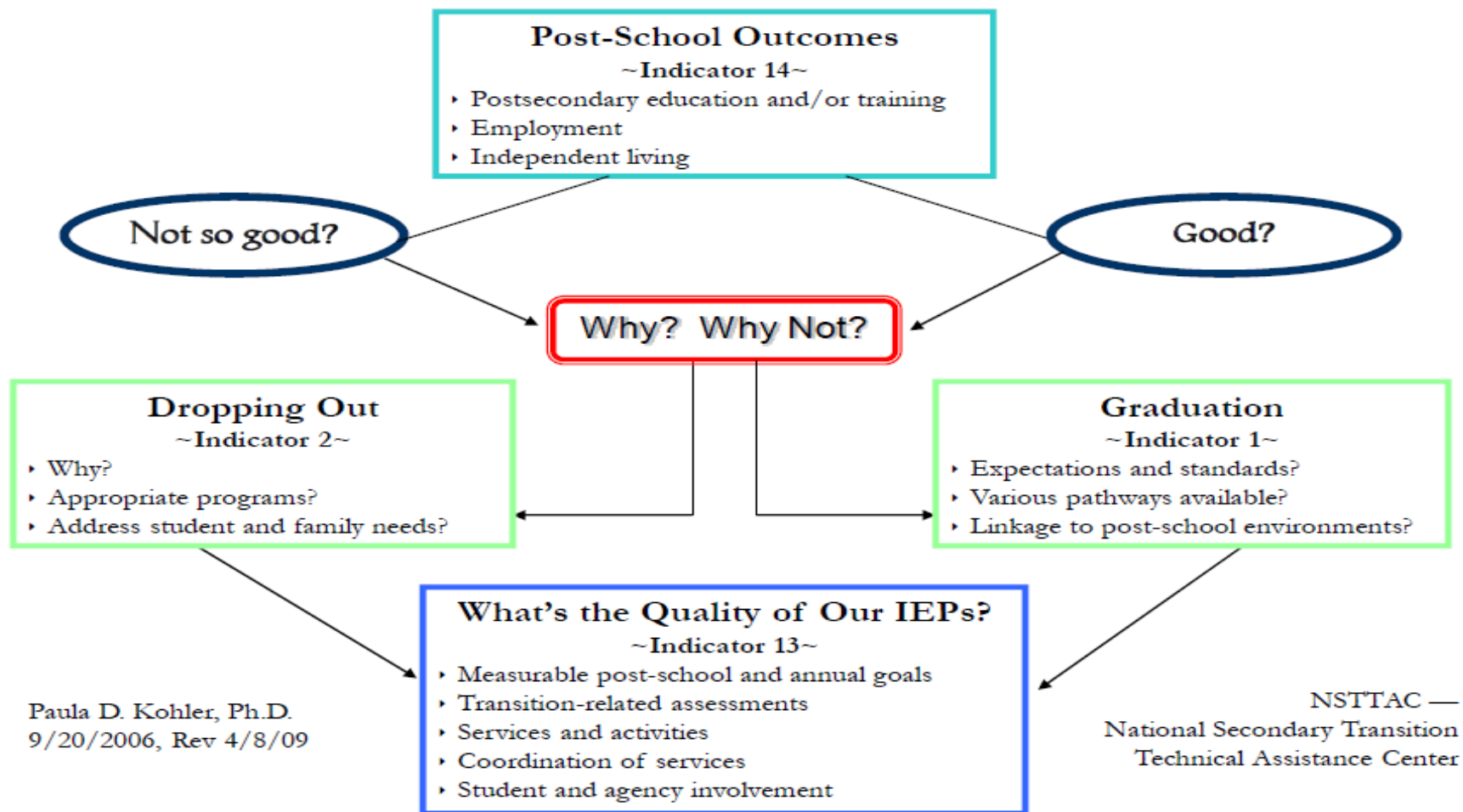


Figure 1. Using transition indicators to improve what we do.

With Self-Determination Comes Great Power





Where do you fit in this process?

Breakout Guest Facilitators



Laurie Ponsell, Program Specialist
– Transition Compliance



Cherie Miller, Program Specialist
– Special Populations

Elementary: <https://padlet.com/nwebb/ElemCollab>

Middle: <https://padlet.com/nwebb/MiddleCollab>

High: <https://padlet.com/nwebb/HighCollab>



Padlet Activity

- Guiding questions presented
- Participants will respond on Padlet
- Discussions will ensue around content

Presumed Competence

- When teachers expect students to do well, they do even better than expected.
- When students can communicate, unexpected abilities develop.
- Presuming incompetence can be harmful to the student's growth
- Being wrong in this assumption impacts the student's future.



Expectations

- Meet as a school and/or district team to discuss how you are going to collaborate to build transition skills K-12.
- Work together to complete the practical application exercise provided after the training via email



Questions??

What's
next?

November 9, 2021, 1:00pm

